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ABSTRACT

This document discusses the Colorado Community College Annual Academic and Diversity Plans for 2002-03. The 13 community colleges in Colorado are governed by the Board (State Board for Community Colleges and Occupational Education). The Board sets forth goals to be achieved by the community colleges on an annual basis. Some of the goals for the year 2002-03 are as follows: (1) enrollment and access; (2) resource development; (3) workforce and economic development; and (4) leadership and professional development. After compiling the data submitted by each community college, the Board concluded the following: (1) each institution pays a great deal of attention to academic planning; (2) planning documents have proven to be beneficial for all community colleges by acting as guides to the institution's academic decisions including development of new degree programs, addressing program discontinuities, and a critical review of current programs; and (3) especially for the year 2002-03, all community colleges continue to focus on diversity as a major goal. The report makes evident that both the Board and the thirteen community colleges in Colorado agree that in order to best meet the needs of students, each school must be student-centered, quality driven, accessible, and performance based. (MZ)

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COLORADO COMMUNITY COLLEGE SYSTEM

SYSTEM OVERVIEW REPORT

ANNUAL ACADEMIC AND DIVERSITY PLANS

2002-2003

INTRODUCTION

Effective planning is the foundation of an organization's ability to proactively identify desired directions and efficiently achieve organizational goals. Planning in higher education allows an institution or system to accomplish its mission by formulating a vision for the future, identifying strategic issues, establishing goals, setting priorities, and determining necessary actions.

The Colorado Commission on Higher Education's policy on Academic Planning requires that each institution submit to its governing board an annual report on the implementation of its academic planning process during the preceding academic year. In turn, each governing board is to submit an annual report to the Commission summarizing the board's planning priorities and the annual reports of the institutions under its authority.

This year, the Colorado Community College System (the System) has initiated a new commitment to, and emphasis on, strategic, integrated, System-wide planning. As one outcome of this new thrust, the System office established broad guidelines for its institutions to follow in developing their annual academic plans. In accordance with those guidelines, each institution submitted their plans to the System office in November. Additionally, this year each institution included its required Diversity Plan with its annual academic plan, as requested by CCHE. The colleges' plans have been reviewed and integrated into the following System Overview Report.

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BOARD/SYSTEM MISSION, VISION, AND GOALS

The System is the administrative arm of the State Board for Community Colleges and Occupational Education (the Board). As such, it has governance authority over thirteen community colleges throughout the state, including

- Arapahoe Community College,
- Colorado Northwestern Community College,
- Community College of Aurora,
- Community College of Denver,
- Front Range Community College,
- Lamar Community College,
- Morgan Community College,
- Northeastern Junior College,
- Otero Junior College,
- Pikes Peak Community College,
- Pueblo Community College,
- Red Rocks Community College, and
- Trinidad State Junior College.

The System's statutory mission provides the overall direction that our colleges are to pursue in meeting the needs of students and communities. The mission of the System is to

- offer a broad range of general, personal, vocational, and technical education programs,
- fill the occupational needs of youth and adults in technical and vocational fields,
- provide two-year transfer educational programs to qualify students for admission to the junior year at four-year colleges and universities, and
- provide a broad range of programs of personal and vocational education for adults.

In conjunction with this mission, the System's vision is to be recognized as the best community college system in the nation, and the leading provider of vibrant, high performance learning for anyone, anytime, anywhere. To this end, we value innovation, collaboration, and efficiency.

To guide the System and its institutions toward achieving our mission and vision, the Board has established five broad goals:

(1) Improve student and client access to programs and services.
(2) Ensure quality educational programs and services.
(3) Identify and develop strategies to meet workforce development needs of the state.
(4) Improve efficiency and productivity.
(5) Improve communications and information dissemination.

BOARD/SYSTEM STRATEGIC PRIORITIES

In the summer of each year, the Board develops strategic priorities for the upcoming year. The System's guiding mission, vision, and goals are consistent with, and informed by, these priorities. In turn, the institutions use the Board's priorities and the System's goals in developing their own planning activities and operating decisions.

Report on Strategic Priorities for 2001-2002

The Board's 2001-2002 strategic priorities, and selected highlights of System-wide accomplishments related to them, are described below.

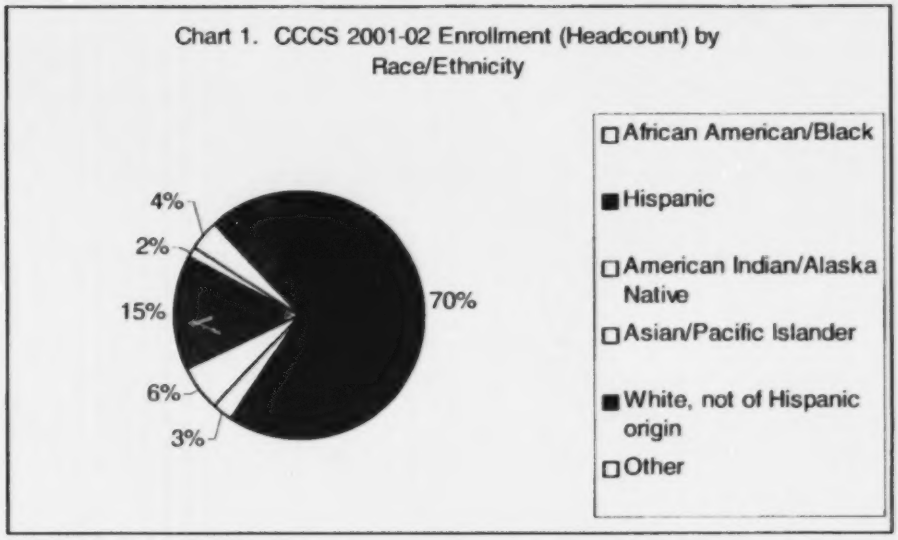
1. Enrollment/Marketing

    a. Increase system wide enrollment consistent with population growth. Ensure minority enrollment as a percentage of total enrollment is at least equal to percentage of statewide population by ethnic groups.
    b. Develop a marketing program that emphasizes specific programs.
    c. Improve marketing partnerships with community college constituents and other interested parties.
    d. Encourage development of new certificate programs.
    e. Narrow enrollment windows at other institutions to improve student achievement.
    f. Continue and enhance dual enrollment programs with secondary schools.

    Highlights:

    As Colorado's population has grown, so too have System-wide enrollments increased. Between 1990 and 2000, Colorado's population increased 30.6 percent. Similarly, between Fall 1990 and Fall 2000, the System's enrollments increased 18.3 percent. By the 2001-2002 academic year, the System served almost 110,000 students in a variety of academic and career programs. For the current academic year, these enrollment increases have continued. As of the Fall 2002 census date, total System-wide enrollments (unduplicated headcount) were up 3.8 percent over enrollments at the same time in Fall 2001. Further, resident student FTE for Fall 2002 was up 9.2 percent over census date in Fall 2001.

    A breakdown of System enrollment data shows that we continued to excel in providing access to, and serving the needs of, a diverse student population. Chart 1 below shows System-wide student enrollments (unduplicated headcount) for the 2001-02 academic year by racial/ethnic category.



Source: CCCS data.

These System percentages compared favorably with the percentages by ethnic/racial group in the overall state population from the most recent census. As Table 1 below illustrates, System-wide minority student representation surpassed statewide percentages in every category except for Hispanics. Even within this category, the System enrolled over 900 more Hispanics in 2001-02 than it did during the previous academic year.

Table 1. Ethnic/Racial Percentage Comparisons: CCCS and Colorado.

Ethnic/Racial Category	**% of CCCS Enrollment 2001-2002**	**% of Colorado Population 2000 Census**
White, non-Hispanic	70.0	74.5
Hispanic	15.0	17.1
African American/Black	6.0	3.8
Asian/Pacific Islander	4.0	2.3
American Indian/Alaska Native	2.0	1.0
Other*	3.0	1.3

Source: U.S. Census Bureau and CCCS data.

*Note: Some individuals do not report their race/ethnicity, and others identify themselves either in more than one category or declare different categories than those listed.

While state and national data show that recent high school graduates of Hispanic origin have the lowest college entrance rates compared to other races/ethnicities, the System takes its commitment to serving students of all racial and ethnic backgrounds very seriously, and will continue to work on increasing Hispanic representation at our colleges. In this regard, several of our colleges have aggressively pursued policies and initiatives to attract and retain minority students in their service areas. These efforts are detailed in the individual college academic and diversity plans associated with this report.

However, two examples pertinent to Hispanic students are illustrative of these efforts. First, Community College of Aurora has made efforts to increase enrollments of underrepresented ethnic groups—and especially Hispanics—a top institutional priority. Its plans for Hispanic students include

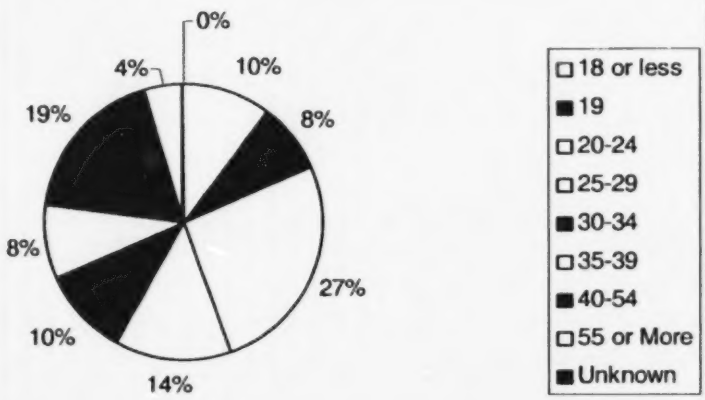
- increasing scholarship funds and financial aid,
- creating summer programs for college preparation,
- developing bilingual services, and
- conducting outreach efforts.

Second, Trinidad State Junior College also identifies enhancing diversity and better serving minority students as an institutional priority. In fact, the student population at TSJC is approximately 40 percent Hispanic. To enhance retention of Hispanic students, TSJC has a Title V grant designed to provide technology and services for completion, retention, and success. Additionally, TSJC offers the following retention-oriented programs and services:

- student support services,
- supplemental instruction,
- Inside Track Opportunity Program,
- Colorado Alliance for Minority Participation,
- ABE/GED Program,
- Even Start Family Literacy Program,
- Early Alert System, and
- On Course Program.

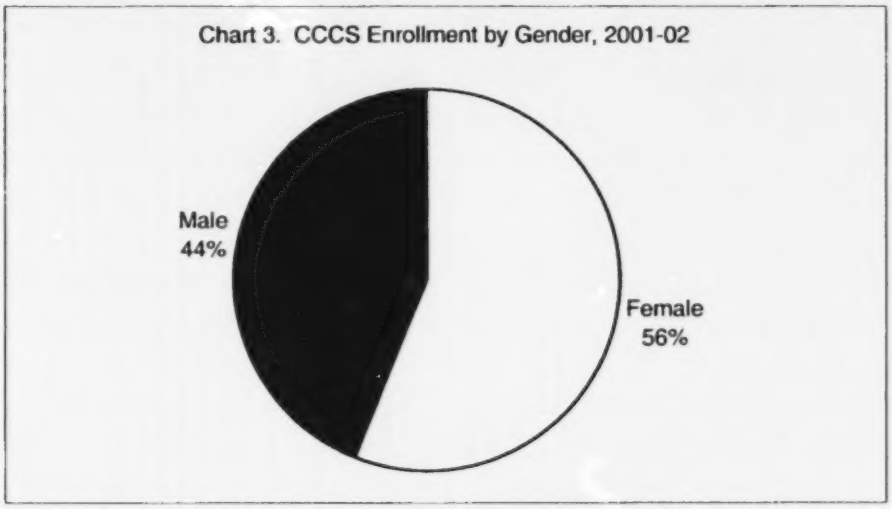
The System's student population exhibited not only racial and ethnic diversity, but diversity in terms of the age groups served, as well. Chart 2 shows student enrollments by age category for the 2001-02 academic year.

Chart 2. CCCS Enrollment by Age Category, 2001-02



Source: CCCS data.

Finally, our student body continued to reflect a gender distribution consistent with the percentages served by higher education institutions nationwide, as Chart 3 below depicts.



Source: CCCS data.

In its efforts to serve this student population, the System developed several initiatives to market specific programs and improve marketing partnerships with community college constituents and other interested parties. Many of these initiatives were related to workforce and economic development, and are therefore addressed under that strategic priority below. However, as one example here, the Rural New Economy initiative, funded by the Colorado Commission on Higher Education and administered by the Office of Strategic Innovation of the Colorado Community College System, was a consortium of 14 rural institutions of higher education, chaired by President John McKay of Morgan Community College. The fundamental mission of the Rural New Economy initiative was to build community capacity in rural Colorado in order to address the challenges of and provide opportunities presented by the New Economy. A second mission was to build rural college capacity to deliver workforce development opportunities in the area of digital connectedness. The Rural New Economy initiative served over 1,800 individuals by providing technology-training opportunities in 79 communities throughout rural Colorado in FY01 and FY02 collectively. Training opportunities included short-term, non-credit "exposure" workshops and new, for-credit courses for small business owners and employees, healthcare professionals, elected officials, and K12 teachers.

Another facet of serving the academic and career needs of our diverse student population, and the System colleges' continued record of responsiveness to business and industry, was exhibited through the development of a number of new postsecondary certificate programs. From July 2001 through September 2002, 31 new postsecondary certificate and/or AAS programs were approved. Table 2 below provides details on these programs, many of which were developed through an "express" or "quick start" process in response

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to the emergent needs indicated by industry. For the 2002-03 academic year, the System has developed a new on-line program approval process making the "express" approach unnecessary for future certificate start-ups.

Table 2. New Postsecondary Certificate and/or AAS Programs, July 2001 – Sept. 2002.

College	Program Name	Award
Arapahoe CC	Human Performance/Physical Fitness Specialist	Certificate / AAS
Arapahoe CC	Digital Media Technologies	Certificate / AAS
Colo NW CC	Networking	Certificate / AAS
Colo NW CC	Applied Science-Mine Tech Option	Certificate / AAS
Colo NW CC	Cosmetology Occupations (CMH)	Certificate
CC Of Aurora	Multimedia Technology	Certificate / AAS
CC Of Aurora	Sun Solaris Sys. Admin.	Certificate
CC Of Denver	EEG Technology (Quick Start)	Express Certificate
CC Of Denver	Radiation Therapy (Quick Start)	Express Certificate
CC Of Denver	Transformations (Quick Start)	Express Certificate
Front Range CC	Photonics/Vacuum Technology	AAS Degree
Front Range CC	Geographic Information Systems Technology	Certificate
Morgan CC	Rural Business Entrepreneurship	Certificate
Morgan CC	Multimedia Skills (Quick Start)	Express Certificate
Morgan CC	Beginning Graphic Design (Quick Start)	Express Certificate
Morgan CC	Team Management	Certificate
Morgan CC	Business - Human Resources (Quick Start)	Express Certificate
Morgan CC	Business – Supervision (Quick Start)	Express Certificate
Morgan CC	Real Estate (Quick Start)	Express Certificate
Morgan CC	Employability Skills (Quick Start)	Express Certificate
Morgan CC	Beginning Web Design (Quick Start)	Express Certificate
Morgan CC	Advanced Web Design (Quick Start)	Express Certificate
Morgan CC	Beginning Graphic Design (Quick Start)	Express Certificate
Morgan CC	Microsoft Applications (Quick Start)	Express Certificate
Northeastern JC	Manufacturing Technologies	Certificate / AAS
Northeastern JC	Information Tech	Certificate / AAS
Pikes Peak CC	Solaris Sun Unix	Certificate
Pueblo CC	Custodial Services (Quick Start)	Express Certificate
Red Rocks CC	Nursing (RN)	AAS Degree
Red Rocks CC	ECP-School Age Certificate (Quick Start)	Express Certificate
Red Rocks CC	Practical Nursing	Certificate

Source: CCCS VE-135 program database.

2. Budget/Tuition

a. Develop funding sources to address need for resources for faculty salaries and professional development.
b. Adjust the funding formula to reflect increase in high cost/high demand programs.

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c. Find efficiencies and cost savings throughout System.
d. Establish tuition differential vis a vis other public higher education entities in Colorado.
g. Provide tuition reductions via utilization of financial aid.

Highlights:

A number of budget and tuition initiatives were pursued by the System. One such initiative related to our System funding formula and high-cost programs. CCCS colleges offer 43 medium- and high-cost programs, which now account for almost 62 percent of all community college student enrollments. Between FY 1998 and 2001, the System's 13 colleges experienced a 16.2 percent enrollment growth in medium- and high-cost programs. During the same period, enrollment in low-cost programs declined by 3 percent. The CCCS budget formula makes base allocations and enrollment allocations in the categories of instruction, student support and facility operations. Consistent with the trends noted above, the instructional category allocates dollars based on the mix of high-, medium- and regular-cost programs offered at each college. The FTE generated by every program offered by a college is assigned a weighting factor based on: 1) the cost designation of the program (high-, medium-, or regular); and 2) whether it is a large or small college. The differentiation between large and small colleges recognizes that regular- and medium-cost programs at small colleges cost more than regular- and medium-cost programs at large colleges due in large part to the generally smaller class sizes at the small colleges. All high-cost program FTE are weighted the same regardless of the size of college.

Another initiative targeted finding efficiencies and cost savings throughout the System. The college allocations calculated through the CCCS budget formula are based on each college's actual expenditures for instruction and student support in the previous year. It is assumed that the expenditures will increase in line with increases in inflation and enrollment. However, in FY 2001-02 (as in other years), the System was not appropriated enough state General Fund to cover these increases. Therefore, only a portion of projected costs was funded. For FY 2001-02, $8.1 million of projected costs were not funded. The difference had to be achieved through efficiencies at the college. Colleges achieved these efficiencies in a number of ways important to academic planning and delivery, including increased utilization of adjunct faculty, increased class sizes, keeping salary increases for full-time faculty members at or below inflation, and other general cost containment strategies (e.g. reduced travel, reduced operating budgets).

A further budget/tuition initiative pertained to lowering community college tuition in relation to tuition at other Colorado colleges. In this regard, we were successful in our legislative request to increase the System's appropriation in order to lower ("buy down") tuition for our students. During the 2002 legislative session, the General Assembly increased the CCCS appropriation by $1,420,000 to buy down community college tuition rates by two percent. In the final analysis, due to the 2 percent buy down and other actions, CCCS resident tuition for 2002-03 increased only 4.7 percent compared to increases of up to 6.2 percent for some other systems. Similar requests were included in

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the CCCS FY 2003-04 budget request, and we will continue to seek a greater tuition differential in discussions with the Governor's Blue Ribbon Panel on Higher Education in relation to student vouchers.

Finally, significant future cost savings for the System were set into motion through our renovation of, and move to, a new headquarters office building at the Lowry Campus. Renovations on the former Air Force office building were begun in November 2001, and the move into the remodeled facility officially took place on August 14, 2002. Along with gaining additional space and a better-quality working environment, the move will ultimately save the System approximately $2.9 million over the next 30 years through saved rental costs at our old location. Another significant outcome of the headquarters move is that it will bring System office staff closer to the educational process at the Lowry campus, where both the Community College of Aurora and the Community College of Denver offer classes in a variety of programs.

3. Transfer

a. Identify and remove major barriers faced by students transferring to four-year institutions.

Highlights:

The System continued work on identifying and removing barriers to student transfer through two key ongoing efforts. First, work progressed on the System's own "Colorado Common Course Numbering System" (CCCNS) project, begun in 1999. The purpose of the CCCNS is to improve program planning, increase communication among all colleges, facilitate articulation arrangements from secondary to post-secondary schools, and to facilitate the transfer of students between community colleges and four-year institutions. The scope includes all courses offered for credit at the community colleges, with the intent that no "for-credit" courses will be offered by a community college unless it is contained in the CCCNS database. Through the efforts of college faculty and instructional vice presidents, as well as System staff, the project made great strides in 2001-2002 and is currently nearing completion. As result of their work, the total number of courses offered by our institutions has been reduced, through the elimination of redundancy and duplication, from more than 12,000 to approximately 4,000. The ultimate outcomes of this effort will be increased ease of transferability and enhanced academic advising, as well as ensured quality in curriculum development and consistency in course competencies.

Second, representatives of the System and colleges were actively involved in the state-wide efforts, led by CCHE beginning in 2001, to create a general education framework and establish a set of courses guaranteed statewide transfer at all 2-year and 4-year public institutions. System and college representatives worked collaboratively with the leaders from Colorado's higher education community via the GE-25 Council to implement the goals of general education legislation and to establish the framework for courses

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designated for statewide guaranteed transfer. In conjunction with the GE-25 Council's efforts, community college faculty and System staff forwarded numerous courses for potential acceptance in the statewide guaranteed transfer core. Additionally, several faculty are currently serving on teams reviewing these course nominations. Finally, System staff participated in Academic Council general education policy discussions, and provided direction (with the input of college faculty and administrators) for the ongoing development of a Statewide Transfer Policy.

4. Workforce/Economic Development

a. Increase System's ability to respond to workforce needs by deploying existing funding to address specific state and community needs. Address funding and regulatory issues to address specific needs including but not limited to health care workers and teachers.
b. Make changes to allow workforce training to count for FTE credits.

Highlights:

Numerous projects and initiatives were pursued by the System related to workforce and economic development. These projects and initiatives generally fall under two broad categories: (1) initiatives to support community colleges in developing new programs in high demand occupations and (2) efforts to build new partnerships, at both the state- and community-level, to support workforce and economic development activities.

<u>High demand occupations</u>

The Colorado First and Existing Industry programs continued to provide unique customized training in support of economic development by enhancing companies' economic competitiveness and improving employment opportunities for Coloradoans. In FY 2002, Colorado First helped to create more than 2,638 new jobs in 30 companies with operations in 26 Colorado counties. The state's $1,193,792 investment in customized training leveraged $8,788,616 in company contributions – more than 736% of the state cost – to support training of new employees. Assuming an annual personal income tax rate of 4.6% for a single adult, Colorado First grants helped to generate $3,975,193 in new state income tax revenue. During this same year, Existing Industry grants re-trained 7,588 employees working in 56 Colorado companies. 340 additional jobs were created in these companies as a result of this training. In FY 2002, every dollar invested by the state in Existing Industry training generated more than $5.00 in private investment. Specifically, the state's investment of $2,647,434 leveraged $13,348,795 in training support by the companies who received grants.

In conjunction with HealthONE and US Department of Labor grants totaling over 1.7 million, the System initiated an accelerated Associate Degree Nursing Program focusing on long- term capacity building within our colleges to better meet the burgeoning need for trained healthcare professionals. Community College of Denver and Arapahoe

Community College implemented pilot programs to train 64 nurses through a rigorous schedule that reduces the duration of training by 20-30% while retaining the high-level program quality necessary for successful graduates to meet State Board of Nursing licensure requirements. The colleges are currently exploring and implementing new methodologies for recruiting nursing faculty and for securing student clinical assignments within the 6 metro-Denver HealthONE hospitals. Additionally, the colleges are preparing for the implementation of common ADN admission criteria and curriculum to streamline and simplify understanding of program requirements and outcomes for both students and healthcare employers. Successful graduates are guaranteed employment in Denver metro HealthONE hospitals. Students' tuition, fees, books, uniforms, shoes, nursing supplies and nursing exams/licensing fees (CNA, LPN, RN) are fully paid by the grant.

In an effort to enhance referrals and improve marketing partnerships, the five metro community college presidents initiated ongoing, regular meetings with the five metro workforce center directors to address shared concerns regarding the Denver labor market and training needs. Their initial intent to address the increasingly significant potential to leverage the capacity of the combined community college system with workforce systems in the metro Denver area has proven fruitful in many ways. One product of this effort is a regularly updated matrix of key information on high-demand occupational training currently available through our metro schools. The "high-demand" aspect of the listings are confirmed through the Colorado Department of Labor and Employment's Metro Denver Job Vacancy Survey statistics twice annually, and are also correlated with the WIA Eligibility Training Program listing maintained by the Department. The tool has been well received by local Colorado Workforce Center Directors, as well as their frontline staff for use with their clients.

Building Partnerships

The first stage of a statewide community audit for workforce development, funded by a competitive $150,000 grant award from the U.S. Department of Labor, has been completed. The statewide audit is designed to support policy development to assist low-wage workers in career and wage advancement. Additionally, pioneering industry cluster analysis methods are being used to identify the economic drivers in Colorado communities. Primary project partners include the Governor's Workforce Development Council, the Colorado Department of Labor and Employment, and the Colorado Department of Human Services. This work will continue throughout FY 2003 and into FY 2004, resulting in a "tool kit," among other deliverables, that colleges and communities can use to enhance partnerships to support low-wage workers' advance into high-skill/high-wage jobs.

9News and the Colorado Department of Labor invited CCCS as the only system of higher education to provide education and training information at the December 2001 Job Search Resource Fair. Local community colleges provided staff experts on enrollment and training program offerings to assist the more than 2,000 participants who were primarily workers displaced by the difficulties spurred by September 11. The event was

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highly successful and provided further basis for improved marketing partnerships with community college constituents and other interested parties. 9News has asked CCCS to participate in future events of this nature, including the 9News October 2002 Job and Education Fair and the January 2003 Spring Enrollment Call-in.

The Rural New Economy initiative (also mentioned under the Enrollment/Marketing priority above) leveraged resources to develop, test, and distribute pilot initiatives in targeted areas of the state, and awarded local action grants to member colleges to implement technology training tailored to individual community needs. Statewide pilot projects were designed to address technology-training needs for healthcare professionals and elected officials. Local action grants supported technology training for small business owners and employees, and K-12 teachers. This combined thrust of local and state-level efforts proved to be a cost effective strategy for both building community capacity and increasing individual rural college capacity to address technology needs. These efforts resulted not only in implementation of many essential technology workshops, but also in the initiation of valuable dialogue and development of strong relationships among colleges, community business leaders, healthcare educators, and policy leaders. Though funding for the initiative was discontinued, a formal evaluation of its projects determined that it had a significant impact in rural Colorado.

Strategic Priorities for 2002-03

To focus the System's planning activities and operational decision-making for the current academic year, the Board has established strategic priorities for 2002-03. Some of these priorities are continuations of the System's traditional emphasis on such important academic issues as enrollment, retention, and access; others are intended to position the System to address emerging and future challenges and opportunities such as resource and leadership development. The Board's strategic priorities for 2002-03 are:

1. Enrollment and Access
   a. Increase student enrollment and retention with an emphasis on improving access and diversity.
   b. Improve transfer opportunities for students.
   c. Seek tuition relief for students through legislative support of tuition buy-down.

2. Resource Development
   a. Increase the resources for both college and system foundations.
   b. Secure additional resources for faculty salaries as well as develop alternative faculty contracts and funding structures.

3. Workforce and Economic Development
   a. Increase ability to respond to workforce needs by seeking funding for customized training courses and programs.
   b. Expand workforce and economic development programs and services at both local and state levels.

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4. Leadership and Professional Development
   a. Identify and develop future college system leaders.
   b. Improve diversity of campus and system leadership through identifying and developing future community college leaders.

A number of initiatives are already underway in relation to each of these priorities. These initiatives will be addressed in detail in next year's System Overview Report. However, as examples, these initiatives include System-wide enrollment "summits" for student services and instructional staff, continued work on the state guaranteed transfer policy and process, an assessment of current resource development capabilities and advancement activities at System colleges, continuing and new workforce/economic development projects, and the creation of a new Professional Development Leadership Academy for System employees.

A significant step toward supporting these initiatives, as well as future Board priorities, was the System office reorganization completed during the summer of 2002. This reorganization created new accountability and oversight structures, and established new functions and offices within the organization, as well. The System is confident that this reorganization will help us be more efficient and effective in achieving our vision and goals—and most importantly, in serving the needs of our students. Detailed information on the new System office organizational structure can be found on our new website at http://www.cccs.edu/.

INSTITUTIONAL PLANNING REPORTS SUMMARY/REVIEW

The System office's review of the annual academic plans submitted by our 13 colleges this year confirms that academic planning has been and continues to be a vital activity at each institution. The reports demonstrate that the colleges have established appropriate planning processes, that Board planning priorities and criteria have been observed, and that the institutions have developed planning documents. Further, planning documents have acted as guides to the institutions' academic decisions, including the development of potential new degree programs, program discontinuances, the review of existing academic programs, and other new institutional initiatives. This year's Diversity Plans also show evidence of the colleges' continuing commitment to, support of, and planning for diversity.

Along with building on the Board's goals and priorities, the colleges' academic plans also support the mission stated in CCHE's Master Plan for institutions to be student-centered, quality driven, and performance-based. Overall, the plans provide assurance that the colleges continue to meet the needs of their students and communities by being accessible, learning-centered, community-connected, and market aligned.

Potential New Degree/Certificate Programs and Program Discontinuations

As an important part of their annual academic plans, each of the colleges provided information on potential new degree/certificate programs and potential program discontinuations for the

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current academic year, as well as for out-years. Table 3 summarizes the colleges' planning in this area, as of the time of their reports. It is important to note that in most cases these potential new and discontinued programs have not yet been officially submitted for approval, and therefore should be viewed only as tentative plans by the colleges at this time.

A review of the potential new programs included in Table 3 confirms the continuing commitment of our institutions to the System's multifaceted mission, vision, and goals, and to the Board's strategic priorities. These programs address both the academic and career aspirations of our students, and are responsive to the needs of employers and communities throughout the state.

Table 3. Potential New Degree/Certificate Programs and Potential Program Discontinuations, CCCS Institutions.

College	Potential new degree/certificate programs	Potential program discontinuations
ACC	AA with Music Emphasis (2003)	Travel and Tourism (2003)
	AGS for Fire Professionals (2003)	Occupational Therapy Assistant (2003)
	Massage Therapy (2003)	Physical Therapy Asst (on probation) (2003)
CNCC	Building Trades (Certificate) (2002-03)	Farm/Ranch Business Management (Certificate)
	Business – Accounting (AA) (2002-03)	Land Reclamation Technology (AAS)
	Business Management (AA) (2002-03)	
	Business – Marketing (AA) (2002-03)	
	Education (AA) (2002-03)	
	Fire Science – Structural Firefighting (Certificate) (2002-03)	
	Fire Science – Gas Fire Suppression (Certificate) (2002-03)	
	Fire Science – Hazardous Materials (Certificate) (2002-03)	
	Para Educator (AAS) (2002-03)	
	Practical Nursing – LPN (Certificate) (2002-03)	
	Practical Nursing – ADN (AAS) (2002-03)	
	Welding (Certificate) (2002-03)	
CCA	Ceramics (AA) (2002-03)	
	Lab Technician (Certificate) (2002-03)	
	Photography (AA) (after 2002-03)	
	Print Making (AA) (after 2002-03)	
	Design (AA) (after 2002-03)	
	Broadcast Journalism (AA) (after 2002-03)	
	Teacher Prep (Elementary) (AA) (after 2002-03)	
	Paraeducator Preparation (Cert/AAS) (after 2002-03)	
	Pre-Bioinformatics (AS, Emphasis Area) (after 2002-03)	
	Nursing (ADN, LPN certif., CAN certif.) (after 2002-03)	
	Professional Sports Trainer (Certificate) (after 2002-03)	

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College	Potential new degree/certificate programs	Potential program discontinuations
	Radiology Technician (AAS) (after 2002-03)	
	Pre-Engineering (AS, Emphasis Areas) (after 2002-03)	
	Computer Security (Certificate) (after 2002-03)	
	Sun Solaris (Certificate) (after 2002-03)	
	Oracle (Certificate) (after 2002-03)	
	Microsoft Office User Specialist (Certificate) (after 2003-03	
	Multimedia Technology (Certificate) (after 2002-03)	
	Webmaster (Certificate) (after 2002-03)	
	Help Desk Operations (Certificate) (after 2002-03)	
CCD	Certified Project Management Specialist (2002-03)	The following programs are currently closed or suspended for review and revision (1997-2002):
	Casino Management & Administration (2002-03)	Central Supply Technician
	Computer Security (2002-03)	Health & Wellness Management (to be redesigned)
	Wireless Networking (2002-03)	Refrigeration/Air Conditioning
	Essential Skills Certificates: Automotive Engine Repair, Construction Trades, Pharmacy Aide, Day Care Home Providers (2002-03)	Surgical Technology
	Bilingual Nurse Aide (2002-03)	Essential Skills: Information Technology, ESL
	Radiation Therapy (reinstated) (2002-03)	Electronics (to be redesigned)
	Computer-Aided Drafting Professional Upgrade (2002-03)	Recreation Assistant (to be redesigned)
	Interior Design (2002-03)	Computer-Aided Drafting (to be redesigned)
	Para-Educator (2002-03)	
	Microsoft Office User Specialist (MOUS) (2002-03)	
	Spanish GED Preparation (2002-03)	
	Oracle Applications Developer (2002-03)	
	Security & Loss prevention (after 2002-03)	
	Microsoft Certified System Administrator (MCSA) (after 2002-03)	
	Family Literacy (after 2002-03)	
	Dental Assisting (after 2002-03)	
	Essential Skills: Optician Aide (after 2002-03)	
	Licensed Psychiatric Tech (after 2002-03)	
	Electroneurodiagnostic Technology (AAS) (after 2002-03)	
	Medical Lab Technology (after 2002-03)	
	Phlebotomy Technician (after 2002-03)	
	EKG Technician (after 2002-03)	
	Fitness Technician (after 2002-03)	
	Ultrasound Technology (after 2002-03)	
	Paramedic (after 2002-03)	
FRCC	Cisco Academy, Professional Level (Certificate) (2002-03)	
	Database Mgmt/Oracle Certification/SQL Server (2002-03)	

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College	Potential new degree/certificate programs	Potential program discontinuations
	High Efficiency Machining (Certificate/AAS) (2002-03)	
	Holistic Health (Certificate) (2002-03)	
	Mechanical Engineering Technician (Certificate/AAS) (2002-03)	
	Paramedicine (Certificate/AAS) (2002-03)	
	Photonics (Certificate/AAS) (2002-03)	
	Pre-engineering (AS) (2002-03)	
	SUN/JAVA Certification (2002-03)	
	Teacher Education (AA, AS) (2002-03)	
	Automated Electronics (AAS) (2003-05)	
	Geographic Information Systems/GPS (Certificate) (2003-05)	
	Machining Technology (AAS) (2003-05)	
	Manufacturing Technology (Umbrella) (AAS) (2003-05)	
	Media Arts (AA) (2003-05)	
	Nuclear Medicine Technician (Certificate/AAS) (2003-05)	
	Print and Presentation Emphasis in Multimedia Technology (Certificate/AAS) (2003-05)	
	Radiology Technician (Certificate/AAS) (2003-05)	
	Residential Building/Construction Trades (Certificate) (2003-05)	
	Structural Ironworking (Certificate) (2003-05)	
	Ultrasound Technician (Certificate/AAS) (2003-05)	
	UNIX Administrator (Certificate/AAS) (2003-05)	
	Webmaster, Advanced (AAS) (2003-05)	
	X-Ray Technician (Certificate/AAS) (2003-05)	
	Network Security (Certificate) (2003-05)	
LCC	Athletic Training (2003-04)	
	Basic ESL Services (2003-04)	
	Communications (2003-04)	
	Information Technology (2003-04)	
	HTM (with emphasis in Equine Science) (AAS) (2003-04)	
	Swine Management (Certificate) (2003-04)	
	Animal Health (Certificate) (2003-04)	
	Waste Management (Certificate) (2003-04)	
MCC	Nursing – LPN (Fall 2003)	Occupational Therapy Assistant (AAS) (2002)
	International Trade (Certificate) (Fall 2003)	
	Hospitality (FY 2003)	
	Paraprofessional (FY 2003)	
	Ground Service Equipment (Fall 2004)	
	Real Estate Appraisal (Spring 2005)	
	Plumbing (FY 2004)	
	Bartending (Spring 2005)	
	Radiology (Fall 2006)	

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College	Potential new degree/certificate programs	Potential program discontinuations
NJC	Culinary Management (Certificate/AAS) (2002-03)	Farm Business Management (2002-03)
	Horticulture (Certificate/AAS) (2002-03)	Marketing Management (2002-03)
	Ag Business Management (Certificate/AAS) (2002-03)	Business Technology Education (2002-03)
	Aviation (2003-04)	Agriculture Diesel and Equipment (2003-04)
	Graphic Design (2003-04)	
OJC	Cosmetology (2002-03)	
	Lineman School (2002-03)	
	Construction Trades (2002-03)	
	Small Business Development Center (expanded services and Capabilities) (2002-03)	
	Strengthen Rural Education Access program in Education and one additional (2002-03)	
	AA in Teacher Education (expanded role in teacher preparation and Paraprofessional Teacher certificate (2002-03)	
	Health related areas dependent on Health Summit findings, collaborations (2002-03)	
	Respiratory therapy through PCC collaboration (2002-03)	
	Java and Voice/Data Cabling inclusion in offerings (2002-03)	
PPCC	No potential new or discontinued programs planned as of the report date.	
PCC	ESL (2002-03)	Farm and Ranch Management (Certificate) (2002)
	Certified Nursing Assistant Program (Certificate) (2002-03)	Ophthalmic Technology (possible closure, revision, or suspension)
	Diagnostic Medical Sonography (2002-03)	Psychiatric Technician (possible closure, revision, or suspension)
	Hospitality Studies (AAS) (2002-03)	Surgical Technology (possible closure, revision, or suspension)
		Occupational Therapy (possible closure, revision, or suspension)
		Library Technician (possible closure, revision, or suspension)
RRCC	Paraprofessional Education (Certificate/Degree) (2002-03)	Engineering Graphics (Certificate/ Degree)
	Health and Fitness (Certificate/ Degree) (2002-03)	
	Heavy Rescue (Certificate) (2002-03)	
	Photography (Certificate/ Degree) (2002-03)	
	Code Enforcement (Certificate/ Degree) (2002-03)	
	Construction Management (Certificate/ Degree) (2002-03)	
	Animation (Certificate/ Degree) (after 2003)	
	Computer Information Systems (Degree/Data Base Emphasis) (after 2003)	

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College	Potential new degree/certificate programs	Potential program discontinuations
	Computer Information Systems (Degree/Security Emphasis) (after 2003)	
	Media Production (Certificate/Degree) (after 2003)	
	Telecommunications Technician (Certificate) (after 2003)	
	Geographic Information Systems (Certificate) (after 2003)	
	LPN Refresher (Certificate) (after 2003)	
	Phlebotomy (Certificate) (after 2003)	
	Fire Emergency (Certificate/Degree) (after 2003)	
	International Business (Certificate/Degree) (after 2003)	
	Scientific Instrument Technician (Certificate/Degree) (after 2003)	
	Scientific Lab Technician (Certificate/Degree) (after 2003)	
TSJC	Architectural Drafting (2002-03)	Building Trades Program (2002-03)
	Banking-Finance Program (2002-03)	
	Flagger Training Course (2002-03)	

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